infants without nutrition benefits. It's meaningless for pre-school children left without a Head Start program, and the hundreds of people infected with salmonella because the FDA couldn't do its job.

Mr. Speaker, the House Republicans need to drop the fantasies and bring a bill to the floor to reopen the government with no strings attached. Let's raise the debt ceiling like we've always done to pay America's bills. Let's end this manufactured crisis so we can negotiate a long-term, fiscally responsible path forward for our country. Let's do the job the American people sent us here to do.

RECOGNIZING MRS. CARMEN GARCIA BARRIOS

HON. HENRY CUELLAR

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Friday, October 11, 2013

Mr. CUELLAR. Mr. Speaker, I rise today to recognize the celebration of Mrs. Carmen Garcia Barrios de Garza's 100th birthday. With a century passing, Mrs. Garza has dedicated her life to her family, loved ones, and giving back to the community.

Mrs. Garza was born October 6, 1913. Throughout her lifetime Mrs. Garza and her family have lived in Jim Hogg County and Webb County, Laredo, Texas.

Since her marriage to Benito Garza Herrera, Mrs. Garza has been devoted and dedicated to her husband and her family. In the midst of World War II Mr. Garza bravely left to serve in the Philippines with the U.S. Army 5th Air Force. In her husband's absence, Mrs. Garza stayed in Texas caring for their children and keeping busy with her hobbies of sewing, cooking and gardening.

Upon his return from war, Benito Garza served as Deputy Sheriff of Jim Hogg County. It was here that Mr. and Mrs. Garza raised their 6 children—Oscar, Anita, Lidia, Hilda, Benito, and Ciria. Since then Mrs. Garza has been blessed with 19 grandchildren, 32 great-grandchildren, and 14 great-great-grandchildren.

Mr. Speaker, I am honored to have had the time to recognize and celebrate the tremendous life of Mrs. Carmen Garcia Barrios de Garza and her 100th birthday celebration.

PRESIDENTIAL INSTALLATION: THE IDEAL OF A LIBERAL ARTS UNIVERSITY

HON. RUSH HOLT

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Friday, October 11, 2013

Mr. HOLT. Mr. Speaker, I am pleased to bring to the attention of the House the eloquent remarks of Dr. Christopher Eisgruber at his installation as President of Princeton University, September 22, 2013.

Friends, colleagues, students, teachers, Princetonians:

I am honored to be standing here this afternoon and I am very touched, indeed a tad bit overwhelmed by the generosity of the remarks delivered by the speakers who have preceded at this podium. I am grateful for their gracious words. I am also honored by the presence here on stage of three great presidents of this University, Bill Bowen, Harold Shapiro and Shirley Tilghman.

In the past weeks, people have occasionally asked me whether I could have imagined, in the days when I was a student here, that I might someday be the university president. I reply very honestly that it never crossed my mind, not when I was a student and not, for that matter, when I returned to join the faculty in 2001. My dream job, both as student and a faculty member, was to be a Princeton professor teaching about the Constitution. And, when my dream came true, when I came back to Princeton as a member of the faculty, I reckoned that I had been very clever. I thought that by becoming a law professor at a university without a law school, I had reduced if not eliminated any chance that large administrative assignments might ever distract me from the teaching and research that I loved.

Of course, by returning to Princeton, I had also come home to a university that I loved more than any other, and where the responsibilities of administration would be more meaningful to me than anywhere else. Princeton's wonderful 19th president, Shirley Tilghman, realized that before I did, an she changed my life by offering me the opportunity to become her provost.

I suppose that all of us, as we move through this complicated world, require some time to realize what matters most in our lives. The path to and through adulthood takes unexpected turns. Childhood heroes show hidden flaws; youthful causes lose their luster. If we are lucky, though, we find certain ideals from which we can draw enduring inspiration and to which we can commit our life's energies. In my life, there have been two: constitutional democracy, as manifested personally for me in the American constitutional tradition, and liberal arts education, as exemplified especially by the blend of research and teaching at this great University.

The iconic building behind me combines these traditions. Nassau Hall was once all of Princeton University, and this University's alumni still regard it as the symbolic heart of their alma mater—even if it has now become an administrative office building into which few students ever venture. Nassau Hall was also briefly, in 1783, the home of the Continental Congress, and so the seat of this nation's government. And Nassau Hall was, as Hunter Rawlings has so movingly described, the site where James Madison (undergraduate Class of 1771, graduate Class of 1772) acquired the learning that eventually made him the father of America's Constitution.

Constitutionalism and liberal arts education also have deeper connections, ones that depend not on the contingencies of history and geography but on their relationship to human nature. Both of them are long-term institutions that recognize simultaneously humanity's virtues and its imperfections, and that aim to cultivate our talents, orient us toward the common good, and make us the best that we can be.

In one of the most famous passages from his extraordinary arguments on behalf of constitutional ratification, Madison wrote, in Federalist 51, ''What is government . . . but the greatest of all reflections on human nature? If men were angels, no government would be necessary.'' [Madison, Fed. 51; Rossiter ed. 322] Madison used gendered language, but I have no doubt that in this respect at least James Madison was a feminist: He meant his skepticism to apply equally to both sexes. If people were angels, they would cooperate, look out for one another, and generally do good deeds. They would need no laws, no courts and no constitutions. But people are not angels, so they need constitutions that create institutions, define processes and separate powers.

We might equally well add that if people were angels, they would have no need for teachers. Students would need no one to inspire their studies or correct their errors. If students were angels, they would need, at most, a few syllabi, a library, some laboratories, a computer and perhaps a few Massive Open Online Courses. They might then all be more or less self-taught, as were Benjamin Franklin and Abraham Lincoln, those almost superhuman, if not quite angelic, heroes of the American constitutional tradition.

But people are not angels, and very, very few students are like Franklin and Lincoln. The generations of students who have come to Nassau Hall, including the great James Madison, have wanted teachers to fire their imaginations, dispel their misconceptions, explode their prejudices, stir their spirits and guide their passions. And students have found mentors here, not just in professors and preceptors, but also in chaplains and coaches, counselors and graduate students, conductors and directors, deans and administrators.

I expect that all of you in the audience today can look back upon your lives and identify teachers whose support and guidance were valuable beyond measure and without whom you could not have achieved the successes that matter most to you. I am especially pleased that in attendance today are two teachers whose mentorship has guided me throughout my career: Mr. Pat Canan, who taught me physics at Corvallis High School; and Professor Jeffrey Tulis, who taught me about the Constitution and political theory when I was an undergraduate at this University.

I have kept in touch with both of these teachers for more than 30 years now. Thirty years is a long time. As I have already said, education, like constitutionalism, is a long-term enterprise. Great teachers, and great universities, make extraordinary investments in students and research in anticipation of future benefits that are usually unknowable and occasionally implausible. Perhaps the seeds you plant in the mind of 19-year-old students today will guide careers that blossom and mature many decades hence. Or, to take an example from our Department of Chemistry, perhaps your curiosity-driven research into the pigmentation of butterfly wings will, 50 years later, produce a drug that improves the lives of cancer patients.

If human beings were angels, we would cheerfully focus on long-term goods. We would invest enthusiastically in schools and colleges for our own children and for everybody else's children, so that they could become productive, engaged citizens in the future. We would happily support speculative research projects so that we could reap the benefits of discovery and innovation. We would gladly nurture humanistic inquiry because it provides an essential foundation for understanding what makes life meaningful and sustains the wellsprings of civil society.

Indeed, we need not be angels to do these things. We would do them if we were perfectly rational investors, because economists like Claudia Goldin and Lawrence Katz have shown convincingly that education and research are powerful drivers of economic prosperity.

But we are not perfectly rational any more than we are angels. We live embodied in the present, sensitive to short-term pleasures and pains. Notions of the common good and promises about future returns feel abstract and feeble by comparison to the intensity of immediate experience.